DOCUMENT RESUME

ED 231 112 EC 151 987

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TITLE Establishing a Program for Behaviorally Disordered Students: Alternatives to Consider, Components to Include, and Strategies for Building Support: Monograph 3. Monograph Series in Behavior Disorders.
INSTITUTION Drake Univ., Des Moines, Iowa. Midwest Regional Resource Center.
SPONS AGENCY Special Education Programs (ED/OSERS), Washington, DC.
PUB DATE Mar 82
CONTRACT 300-80-0726
NOTE 36p.; For related documents, see EC 151 985-991.
PUB TYPE Guides - Non-Classroom Use (055) -- Tests/Evaluation Instruments (160)

EDRS PRICE MF01/PC02 Plus Postage.
DESCRIPTORS *Behavior Disorders; *Check Lists; Classroom Design; Elementary Secondary Education; Interprofessional Relationship; *Mainstreaming; Program Development; Residential Schools; Self Evaluation (Individuals); *Special Classes; Student Behavior; *Student Evaluation; *Student Placement; Transitional Programs

ABSTRACT

The types of programs that can be established for behaviorally disordered (BD) students are discussed, along with behavioral monitoring systems and approaches to establishing staff and administrative support for programs. In addition, a checklist of program components for BD students is included. The following program alternatives are described: institutional placement, alternative schools, self-contained BD classrooms, dual special education, part time reintegration, and full time reintegration. Behavioral monitoring systems, which can be combined with the placement alternatives, include the following: isolation; checklists, daily notes, and graphs; self management; social work services; and assistance from community volunteers. The program checklist contains six broad classroom evaluation components: classroom design, curriculum structure, reintegration program, use of paraprofessional or aide, the individual education program process, and building public relations. Classroom design considerations are outlined in relation to the arrangement of furniture, location of materials, and the relationship of the classroom to other building facilities. Curriculum structure questions are listed concerning lesson plans, monitoring system, point-reward system, graphing system, and materials. Appended materials include an example of a daily note or checklist, a graphing procedure, an assignment sheet, and an "at home" checklist. (SEW)

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ED231112

MONOGRAPH SERIES in BEHAVIOR DISORDERS

Monograph 3:

Establishing a Program...

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Midwest Regional Resource Center
Drake University
Des Moines, Iowa

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May, 1982

Monograph 3:

Establishing a Program for Behaviorally Disordered Students:

Alternatives to Consider, Components to Include, and Strategies for Building Support

Lanelle Heilman

Edited and Disseminated by
Midwest Regional Resource Center
Drake University
Des Moines, Iowa

March, 1982

This monograph is designed to provide teachers and administrators with information on behaviorally disordered students. It is one of a series of seven. The other monographs in the series are:

1. Myths of Behavioral Disorders
2. Developing a School Program for Behaviorally Disordered Students
3. Establishing a Program for Behaviorally Disordered Students: Alternatives to Consider, Components to Include and Strategies for Building Support
4. Reintegrating Behaviorally Disordered Students Into General Education Classrooms
5. Positive Approaches to Behavior Management
6. Practical Approaches for Documenting Behavioral Progress of Behaviorally Disordered Students
7. Excerpts from: Disciplinary Exclusion of Seriously Emotionally Disturbed Children from Public Schools

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ESTABLISHING A PROGRAM FOR BEHAVIORALLY DISORDERED STUDENTS: ALTERNATIVES TO CONSIDER, COMPONENTS TO INCLUDE AND STRATEGIES FOR BUILDING SUPPORT

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Introduction

This chapter is designed to assist administrators and teachers by offering alternative program designs, a checklist of components of programs for behaviorally disordered students, and suggestions for building staff and administrative support for such programs. These suggestions are offered as starting points or thought provokers.

Program Alternatives

Types of programs that may be instituted with behaviorally disordered (BD) students are almost as many in number as there are children classified as BD. It is possible to build a program around each student's educational needs, and yet remain within one general program format.

Institutional Placement. The most restrictive placement for BD students is in an institution. Institutions vary in the amount of restrictiveness and programs provided, such as therapy, analysis, extracurricular activities, and so forth. Students attending school within these institutions may be placed on a variety of schedules. For example, some students may have to be tutored in their rooms, others may be able to handle only a partial school load, some may be enrolled for a full day of courses, and still others may attend the institutional school

part time and a local public school part time. School scheduling is usually built around the student's particular disturbance and the amount of academic stress he/she can handle.

The institutional school is often run just as a public school would be; there is a principal, several academic subject areas offered, and students move from class to class throughout the day. However, class sizes are extremely small, usually two to four students per class. Close contact is maintained between the school and the residential units, which serve as parent surrogates. Academic credits may be earned and applied to homebase school transcripts to fulfill credits toward graduation, if the student is of high school age. If the student is in the lower grades, he/she usually remains with one or two teachers during the day and may sometimes be mainstreamed into other teachers' classrooms for additional instruction.

The length of stay at institutions, whether private or public, depends on many factors, such as the seriousness of disturbance, financial provisions, court involvement, age, and others. Therefore, the student may be attending the institutional school for several months or a few years, depending on those factors.

Alternative Schools. An alternative to institutional placement, and an environment more restrictive than public school placement, is the "alternative school." These schools offer structured school settings and usually a mild form of therapeutic treatment, often involving a psychologist and social worker. The schools are usually located in larger school districts, which have the finances and numbers needed to maintain such a facility. Sometimes, the alternative schools are a part of state institutions. Classes at alternative schools are similar

to those at institutions in that the class sizes are very small, various subjects are taught, and there is close contact between school and family. Some alternative schools may offer programs similar to those offered at vocational schools.

Some alternatives which have been designed to meet the needs of BD students in public school systems are described below. These are examples of programs which may be altered to accommodate elementary or secondary levels. The alternatives described range from the most restrictive to least restrictive placements, and encompass both academic and behavioral approaches.

Self-Contained BD Classroom. The most restrictive program for BD students in a public school setting is the self-contained classroom. In this setting the student remains in the special classroom throughout the school day, and is usually escorted to and from the cafeteria, restrooms, and other locations within the building. The self-contained classroom lends itself to many alternative uses of time and space. For example, a teacher can create options by simply changing classroom furniture and rearranging room space. One or more large tables at which each student has a designated chair or place to sit is a possibility. The tables might also include places at which a teacher or an aide could sit to help each student individually or conduct small group discussions.

Separate desks for each student, with or without attached chairs, might be used. This is especially helpful for students close to being mainstreamed because it helps them readily adapt to general education classroom seating. With desks, the teacher has the option of arranging desks in rows, grouping them together, or separating them with dividers.

Dividers might be placed between desks or used to section off a special place for students to work or relax. Some students may require more separation in order to attend to assigned tasks. These space arrangement ideas are also applicable to other types of classrooms.

Also available to teachers of self-contained classrooms are time-out places. These vary from school to school and can be booths, small rooms, sectioned-off areas of the classroom, or other empty spaces made available for seclusion purposes. Time-out places should be temporarily used and carefully monitored.

Dual Special Education. Dual special education placement is a feasible alternative for students who have behavioral problems and also need specialized instruction from teachers of the learning disabled, hearing impaired, and so forth. With this alternative, the student spends the major part of his/her school day with the BD teacher and goes to the other special classrooms as needed.

Part-time Reintegration. A third alternative, part-time reintegration, involves general education. In this program, students spend part of the day in a BD classroom and part in a general education class. It may be beneficial to have the student carry some type of checklist to monitor his/her academic and behavioral progress. An aide might accompany the student to his/her general education class to provide support to the BD student. The aide must work carefully with the general educator to prevent any problem with his/her presence in the room or assistance with class work. With this program the student's daily progress can be monitored by the general education teacher who completes the checklist at the end of the class period.

After the initial instruction is given in the general education class, the aide can assist the BD student as the need arises. The aide might also help other students in the room so as not to single out the BD student as the only one who needs help. By assisting in the general education class, the aide can spot skill deficiencies of the student; take notes on presentations; record assignments; observe the student's behavior, participation, and study habits; and describe the general education teacher's techniques to the BD teacher. This information can then be used by the BD teacher to build the most supportive program for that student.

The student in this situation is responsible for carrying the checklist to his/her various mainstream classes and returning it to the BD teacher. The student's performance, as indicated on the checklist, can be graphed or charted to show changes. Adjustments in the educational planning can then be made as needed. This procedure must be closely managed and monitored to assure the BD student's success as he/she starts back into the mainstream. An example of one type of checklist is included in the Appendix.

Another approach which is slightly less restrictive is to eliminate the assistance of the aide and allow the student to attend the general education class on his/her own. The checklist can still be used as a form of ongoing communication between the general and special education teacher. In this approach the student is offered more freedom and must carry more responsibility for self-management of his/her academic and behavioral success. At the same time, the BD teacher must closely monitor the checklist and classwork assignments so that regression, either academic or behavioral, does not occur or is caught before it

becomes a major problem.

After the student has consistently shown appropriate and acceptable behavior in the general education class and is academically stable, the checklist can be discontinued. Some teachers may prefer to start reintegrating students without a checklist or aide assistance. This can be accomplished more easily if the teacher has few students to monitor and can spend time conferring with the general educator. It is usually more successful with students who have a lesser degree of emotional disturbance and who are more responsible in managing academic requirements.

Full-Time Reintegration. As the BD student progresses, more and more general education classes are added to his/her schedule until he/she reaches the point where he/she is reintegrated full-time. Full-time reintegration is the least restrictive placement for BD students prior to total removal from special education. As with part-time reintegration, this approach may also have progressive stages beginning with aide assistance and use of a checklist, moving toward sole responsibility being carried by the student for the management of academic and behavioral success. The BD student reports to the special education classroom only when he/she feels the need for support or assistance. It is a large step for most students since "self-reporting" is not an easy task. Only a BD student who is well on his/her way to total self-management can succeed in this program alternative.

The BD teacher must get to know students individually in order to identify their strengths and weaknesses and to use the program alternative which best fits each student's needs. The alternatives mentioned

so far may be intermixed or modified. Experiment and discover which methods are the best for you and your students.

Behavioral Monitoring Systems

Behavioral monitoring systems, when combined with the aforementioned placement alternatives, can provide an excellent educational program for BD students.

Isolation. Isolation from the peer group is a very harsh, yet effective, method for behavior control. This type of management may involve a contractual agreement in which the BD student and the special education teacher work out a plan for gradual re-entry into the group. If general educators are working with the student, involve them in the contract planning.

Using this approach, the student is totally isolated either in a booth, divided-off area of the classroom or separate room, and must meet the terms of the contract in order to increase the amount of time spent with the other students. This approach can be especially successful for BD students who thrive on peer attention and approval. It can be used with students who are in self-contained or reintegrated placements. The following is an example of isolation being used in a public school setting with a junior high school girl who is moderately emotionally disturbed and constantly seeks peer attention.

> Rebecca, an eighth grade student, spends two hours per day in a BD classroom and attends four general education classes. Rebecca's disturbances become greater and greater until the general education teachers ask to have her removed from their classes. The BD teacher and Rebecca discuss Rebecca's problems and write a contract, detailing what Rebecca must accomplish in order to regain general education class status.

Rebecca is isolated in a sectioned-off corner of the BD classroom and is allowed to converse only with the teacher or aide. She has no out-of-room breaks between classes and must be escorted to and from the restroom and drinking fountain. Her lunch tray is brought to the BD classroom. In essence, her learning environment is almost totally without social stimulation. It is made to be as unappealing as possible so she will not want to remain isolated for long and will make the necessary changes to regain general education status. It is painful for Rebecca to be separated from her peers, and therefore, it takes only a few days before she settles down and begins work. As Rebecca progresses through the contract, which is closely monitored by both her teacher and herself, she spends fewer hours in isolation. Rewards for positive group interaction are given frequently to reassure her that she is making progress. As indicated in the contract, the first classes Rebecca earns back are the two hours in the BD classroom. When Rebecca can successfully handle that small group atmosphere, then the general educators and BD teacher plan for her re-entry into their classes.

For students who enjoy social contacts, this alternative is very effective. All activity during this period must be recorded in some way, either through graphs, charts, checklists or other methods of tracking performance. Some examples of these methods are in the Appendix.

Checklists, Daily Notes, Graphs. Another approach to monitoring behavior involves using checklists, daily notes, graphs and other tallying devices, which allow the student to see "on paper" where he/she stands behaviorally and academically. These methods provide a way of tracking changes in performance. To be of maximum use, the devices should be simple to use and easy to interpret, lest they become ineffective and are viewed as "just another bunch of paperwork."

During conferences, parents often mention that the same behaviors occurring at school are also occurring at home. Parents often are receptive to help manage these behaviors. One approach is to try

using an "at home" checklist which the parent completes and the student returns to the teacher. Problem areas are listed on the checklist and the parents simply keep track of the student's behavior and record it on the checklist. A reward system which is meaningful to the student should be set up at school so that he/she is encouraged to behave appropriately at home to earn a reward the next day at school. Reinforcement schedules will differ from student to student and will have to be designed to fit the needs of each particular student. Rewards might range from free time to an actual gift, providing the school or parents can afford to purchase gifts.

Self-Management. Self-management, the ultimate objective, occurs when the BD student is able to manage his/her behavior through the use of self-made graphs, self-reward systems, biofeedback devices, or other self-evaluation methods.

By graphing his/her own behavior, the BD student learns to "read" his/her performance. He/she sees ups and downs, can pinpoint good and bad days, and can compare overall progress to his/her peers. Graphing is an excellent method because it produces a permanent record which permits students to see trends in behavior.

Self-reward systems work well when students are at a point in the educational process where they are rewarded by intangible rewards, such as academic success, more positive social interactions with peers and adults, or an overall feeling of well-being.

Biofeedback is not widely used in public schools yet, but can be an effective alternative if continued until a high level of control is reached. It can be used to control many facets of behavior and stress

reactions. Many BD students find it an inconspicuous way to "get control" of themselves. Small thermometers may be used to observe body temperature, for example, and students can learn to raise and lower their temperatures through self-control.

Social Work. If you happen to be lucky enough to have a good social worker who is interested in working closely with your students, ask him/her to conduct small group sessions dealing with current problems students are facing or may soon have to face. If this alternative is appropriate, social work can be written into the individual education plan (IEP) as a related service, thereby ensuring the BD student assistance from the social worker.

Community Volunteers. In some cities volunteers from juvenile court are available to work with students on truancy problems, shoplifting, drug and alcohol abuse, and family counseling. Usually these volunteers are college students working on degrees in social work, juvenile law, or other related areas and are excellent sources of help for BD students. Invite these workers to your classroom and discuss the problems some of the students are experiencing. Volunteers may provide just what you and your students need to combat a truancy case or family crisis. Other resources you might tap include PTA volunteers, peer tutors, community members, perhaps even the school nurse, a cafeteria worker or custodian.

Summary. As mentioned earlier, alternatives for programming for BD students are many. Try some of the alternatives described, alter them to fit your needs, or come up with new ones. Ask around. Perhaps support

staff in your building, such as the school psychologist or counselor, may have some suggestions that are possibilities as well.

Checklist of Components

To maintain program quality, special education programs are constantly critiqued and updated so the best possible methods of educating BD students are used. Periodic examination of your own program often will reveal snags or weak areas that need improvement. Don't feel that finding weak areas indicates you are not doing a good job. Evaluation of your program will pinpoint areas which are operating smoothly, and areas where you have room to further improve. The following describes some of the components to consider when evaluating your classroom. A checklist is in the Appendix.

Classroom Design. First, take a look at your classroom design - assess the arrangement of furniture, location of materials, and the relationship of the classroom to other building facilities. The layout of your classroom should be both convenient and purposeful.

Consider the arrangement of classroom furniture. Are there enough tables or desks and are they what you need? How about storage space? Do you have a file cabinet? Shelves? Are there areas for possible time-out places and versatile room dividers you may need?

If you plan on doing much board work, look for well-placed blackboards and bulletin boards, which you will need if you plan to use graphs or charts. If additional space is needed, perhaps the school

would be willing to purchase adhesive corkboard. Bulletin board-type material may be needed around learning centers for visual display.

Another important factor related to classroom design is the location of restrooms and drinking fountains and other facilities in the building that your students may use. Try to get a classroom fairly close to restrooms and drinking fountains so, if it is necessary for a student to be escorted to these places, not a lot of time is spent walking around the building.

Curriculum Structure. Daily schedules and lesson plans often make or break a BD class. If you are not well prepared, the students will notice. First of all, consider providing each student with an individualized assignment sheet, which specifies for the student exactly what is expected of him/her throughout the day. Each day's assignment sheet will also assist you in planning the next day's lessons and can be used as a record of what the student has accomplished. The assignment sheets can be teacher or student made.

You will also want to have some sort of daily note or checklist for monitoring student performance. Design one that is simple to complete, easy to understand, and, if possible, versatile enough to be used by all your students. One form will prevent your asking general educators to complete a variety of notes and may increase their support of such devices. Devise a point system or numerical basis for the checklist so checklist results can be easily graphed. Examples of checklists and graphing systems are located in the Appendix.

You may also want to develop your own classroom monitoring system in addition to the checklist. It could be a simple sheet with columns

for tabulation of personal behaviors of students, tardies, absences, free time, room chores, detention time, homework assignments or other desired categories. The sheet might be designed for tabulation of certain objectives listed on the IEP on a day-to-day basis, making a nine to twelve week evaluation of short term objectives easier and more objectively substantiated.

Some form of reward system must also be devised. For example, a student may enjoy a note that says, "You had a GREAT day!" or "Good Work!" Since some parents like to know if their son or daughter has homework, you can develop a note to indicate whether or not homework has been assigned. Stickers purchased at dime stores are often great rewards and are available in many designs. Stickers can also be ordered from some educational publications.

A recording system is an integral part of an effective reward system. Points or rewards can be provided based on information indicated on a checklist, chart or graph. Some teachers prefer to display graphs on the wall, or near the student's desk, or to keep them in a file or notebook. Devise a system that works for you, but do incorporate some form of recording and graphing. The graphs provide an overall view of a student's progress for you and for the student, and for parents, court workers, and others interested in the educational progress of the student.

Take a considerable amount of time to get acquainted with the materials available to you and find out the school's policy for ordering materials. Since resources are often scarce, be sure before you order that you really need and will use the materials. Whenever possible, use

the same curricular materials used in the general education classroom. These are the materials that your students will eventually be using and use of them in your classroom will facilitate reintegration. Take a good look at the materials general educators are using and make the adaptations as needed for your students. By using the same materials you can prepare your students for assignments from the general education class. For example, teach them how to take the tests which go along with many textbooks, and how to use the book's index and glossary. In this manner, you are giving yourself and your students an opportunity to focus on areas of particular difficulty, reducing possible failures in the general education class.

Even if your BD students are not mainstreamed, try to use as many of the general education materials as possible. Doing so helps to remove the stigma of being "different" from everyone. You can also supplement with skill building materials that are teacher-made or purchased from publishers noted for their expertise in publishing specialized materials.

Don't overlook the use of games as part of the classroom curriculum. Playing games can relieve tension, be fun, and be a learning experience as well. Games, such as Scrabble, Sentence Cubes, Master Mind, Chess or Checkers, and Numbers Up, provide thought-provoking activities, require concentration, and provide practice in eye-hand coordination. Playing cards are quite versatile, and can be used to teach math, memory skills, and positive social interactions. Look in discount stores for good buys on games that you think would be useful in your BD classroom; then discuss the possibility of using materials' funds to purchase them.

Be certain that every game has a specific purpose, and is tied to the objectives and skills you are teaching.

There are more and more materials on the market today which deal with the management of behavior. Consider adding some of these to your classroom materials list. They can be used as starters for group discussions, creative writing projects, or as part of a course offering. Check your special education media center, if your district has one, or ask your school librarian to recommend materials.

Whichever materials you use, make sure they are appropriate for your BD students. If your fourth grade BD student is spelling at the first grade level, don't use the fourth grade speller used in the general education class just so he/she feels that he/she fits in. Often times, the best materials are those you make yourself because you make them to fit the needs of your particular students you are responsible for.

Reintegration. Many teachers assume they must reintegrate to provide the least restrictive environment for their students. If you take this approach you may hurt your reputation as a teacher, and your students may suffer as well.

Reintegration should be a planned process. First, decide when to reintegrate and in what class you plan to place students. Consider such things as:

skill requirements of the courses,
strengths and weaknesses of general educators,
class loads,
student requirements and assignments,
class personalities, and
textbooks and materials used.

Review each BD student's abilities and test data to help you make placement decisions. Work with the classroom teachers to determine the best placement for each student.

Set students and teachers up for success! Avoid creating disaster by placing a BD student in a class of thirty students, with a teacher who only lectures orally (the student can't take notes), and requires all work to be completed in ink (the student can barely make pencil work look neat).

Keep general education teachers and administrators informed about your students' needs. If a student is having a rough day, or week, mention this to his/her teachers. Experiment. Above all, don't be afraid to say, "This isn't working" and make changes.

BD Paraprofessionals. The BD paraprofessional, or aide, is one of the greatest assets to your program. Remember your aide is not a secretary or chief cook, but a human being just like you who needs support. His/her role in the BD classroom and building will need to be clearly defined to prevent confusion on his/her part and to clarify for the general staff what he/she is to do. Paraprofessionals are often mistaken for "go-fers" and don't get a chance to do the job they were originally hired to do. Plan your aide's activities around your needs and those of the students. For instance, it may be more convenient and helpful to you if your aide comes early to meet the students as they get off the bus than to have her work strictly from 8:30 to 3:30. Or, you may need her to stay later in the day to help grade papers and plan the next day's activities.

As mentioned earlier, the aide can function in the general education classroom as well as in the BD room. He/she can help keep lines of communication open between the general education and BD teacher, and help identify weak areas of individual student's work or behavior. The aide can assist general educators, an arrangement which often eases

thoughts or misgivings about having a BD student in class and offers you and the aide an opportunity to demonstrate for the classroom teacher techniques for teaching BD students. Tread lightly. Don't give the impression that you are providing the teacher with a secretary or disciplinarian, evaluating his/her teaching ability, or that you think he/she is not capable of handling a particular student. Be perceptive enough to know if these things are happening and carefully put an end to them.

Individual Education Plans (IEPs). One of the most important tasks of all special educators is writing and updating IEPs. Consequently, it is important from the start that you look closely at the forms and procedures your district uses and become familiar and comfortable with them. Not only will you be explaining the forms and procedures to general educators but to parents as well. Make the IEP process part of your everyday routine. One way to do so is described in the previous section on curriculum structure. Another procedure is to develop a form which lists the goal and objective at the top of the page and the activities you will ask the student to do each day to help him/her meet the objective and goal. The form might look like this:

Goal:

Name _____ Objective:

Week of _____

Time _____

ACTIVITIES (sub-objectives)	MET	NOT MET
MONDAY		
TUESDAY		
WEDNESDAY		
THURSDAY		
FRIDAY		

A form would be completed for each IEP objective you were working on with the student. If you saved these forms or others previously mentioned, you will have all the information you need when it's time to update the IEP.

Positive Relationships With School Personnel

The key to a successful BD program is support. Building administrators, general staff, and district supervisors must support you and your program for it to be totally effective. You also need support from parents and community. Gaining such support is not an easy task. There are many approaches. You will need to determine your own attitudes about special education and your purpose as a BD teacher. Be proud of your program; sell it! Always take opportunities to inform others of your program, its purpose and function.

Gaining Support from General Education Teachers. Listen and learn. Take time to listen to the general education teachers' questions and concerns about your program and your students. Encourage them to give input to your program, as this helps them feel they are contributing to something special. Your acceptance of their ideas will help establish good relationships. Being receptive to others' ideas also opens the door for closer relationships between your BD students and general educators. Try to let teachers know that you think they have many skills and are very capable of teaching BD students who may be reintegrated into their classes. Invite classroom teachers to your room. Show them how you are reinforcing general education class activities. Visit their classrooms. Comment on various activities you think are particularly

good. Bargain. It may be possible for a small group from Miss Henry's class with whom your aide has been working (one of your students is a part of the group) to come to the BD classroom to work where it is quieter and where there are fewer distractions. This also helps make the BD classroom a less "special" place to be. You may also be helping "regular" students learn more about special education and, thus, remove some of their fears associated with BD students.

In spite of your best efforts, there may be teachers who see special education as a waste of time and money. Don't let them discourage you. Treat them with kid gloves, work with them to learn about how they feel. Maybe, sooner or later, you will have helped them to change their attitudes.

Remember, too, that many buildings have faculty cliques. When you talk with various teachers, don't criticize another teacher's style. You are continually selling special education and talking about teachers to other teachers is not going to make many sales. Attend faculty gatherings and become a part of the group. Visit the lounge and try to develop personal, as well as professional, relationships with some of the teachers. Avoid using the lounge as your sounding board for personal classroom problems or problems with others. When you talk about student problems in the lounge, other teachers may be reluctant to accept your students as a part of their class.

Administration. Now that you have faculty support, what about administrators? Is the principal behind you and your program? Does he/she back you when there are problems with reintegration, with parents or with the students? One way to gain support is to keep your administrator advised about what is going on in your program, both good and

bad. Let him/her know which students are most difficult to work with, which parents are most difficult to approach, and whether or not you feel accepted by the faculty. Again, tread lightly. Don't enter his/her office with a long list of problems and expect help instanteously. Approach with a few at a time. Thank him/her for his/her attention and cooperation.

Involve both general and special education administrators in your program. Invite your principal or special education supervisor to your classroom to see the graphing system you have set up. Invite them to participate in room activities or field trips. Share positive feelings about other teachers by telling the principal about the "neat" project Mr. Rogers is doing. Nine times out of ten the principal will then tell Mr. Rogers about your compliment and Mr. Rogers will appreciate your support.

Keep administrators updated on current findings in the field of behavior disorders. Be sensitive to all the paperwork and reading administrators must complete. But, when you read or hear something interesting, share it as a means of helping him/her stay abreast of current happenings in BD.

Other Building Personnel. Introduce yourself to the secretaries, cooks, custodians and nurses. Explain your program to them. Building positive relations with them helps your program for these are the people who have frequent contact with BD students in unstructured settings and will be able to give you feedback about how your students handle situations such as lunch, eye examinations, or hall activity.

Parental and Community Support. Others, whose support you will want to gain, are parents and members of the community. Visit your

students' homes, invite parents to join you on field trips, or to come in and make a presentation for career day, if they are working parents. Give parents as much positive feedback as you can regarding their parenting skills or child management techniques. Avoid calling them only when there are problems at school. Let them know about the good things. Keep in mind that they are part of the IEP process and should be informed when objectives are met or need to be changed.

To gain support from the community you have to let them know what you are doing. Talk to the grocery store manager and ask him/her about taking your BD students on a field trip through his/her store to purchase items for a class party. Go to the local pizza place and ask to see how pizzas are made. Field trips are not the only method of letting the community find out about your class. Have community members come to your classroom to share skills, trades, tales and other items of interest with the class. Contact the Chamber of Commerce and ask about programs they offer schools. Another approach is for you to present at community meetings, providing an overview of behavior disorders or a slide show about your program.

The main things to remember in gaining support from anyone is to be knowledgeable about what you are doing, be open to suggestions, interact with others - don't just react to them, and learn by your mistakes. Build a program that suits you and simultaneously meets the needs of your students. Keep in mind that making progress involves taking risks. You can't steal home plate and keep your foot on third base!

APPENDIX

Example of a Daily Note or Checklist Which Could Be Used by BD Students Who Are Being Reintegrated Into General Education Classes

✓ = YES O = NO

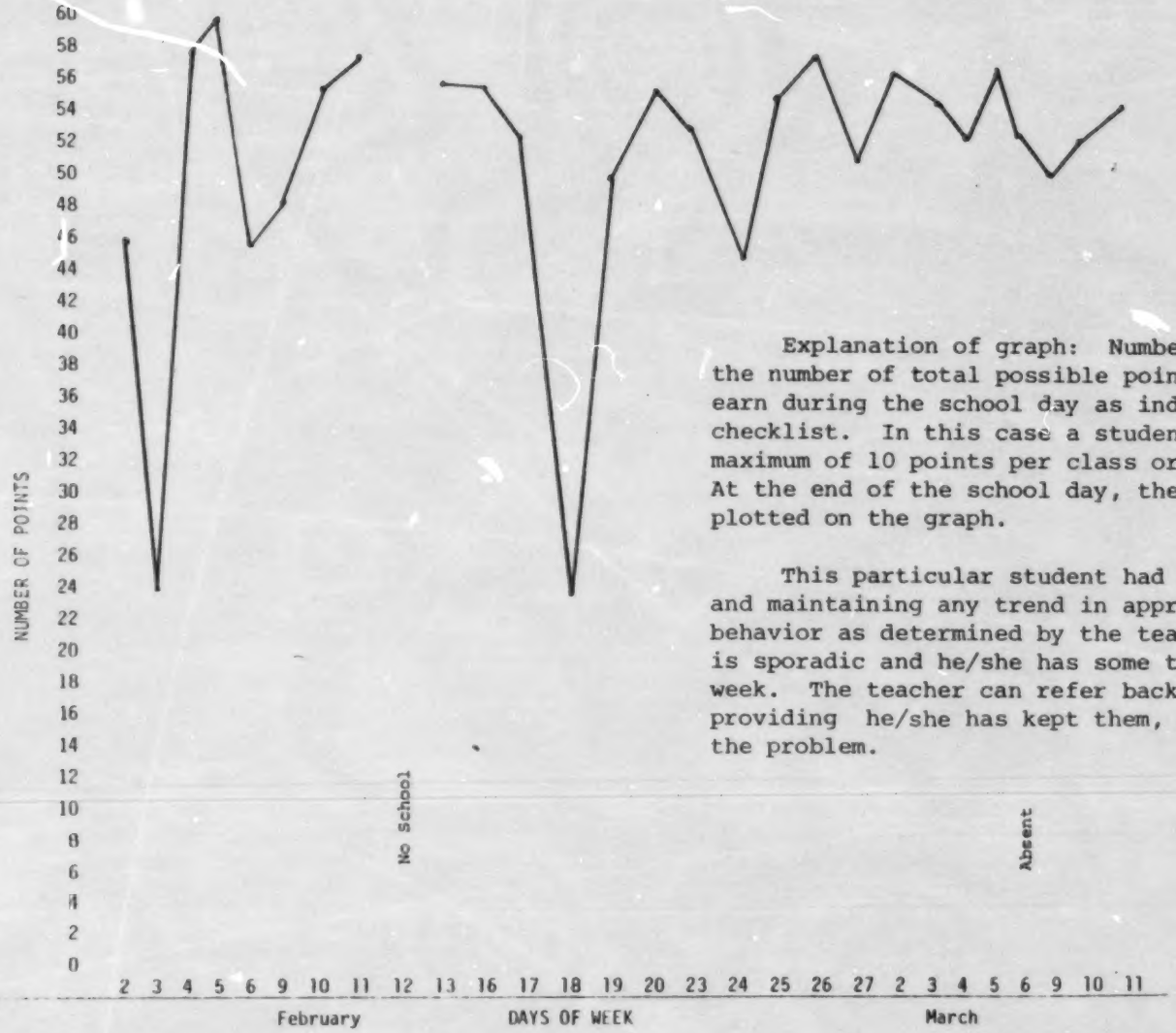
Name _____

Date _____

Hour:	1	2	3	4	5	6
Class:						
On time						
With all materials						
Started work promptly						
Paid attention						
Followed directions						
Used work time wisely						
Behaved appropriately (if no, comment below)						
Showed a cooperative attitude						
Accepted correction/criticism						
Completed assignments to date						
Homework was assigned						
Daily grade or rating						
Teacher's initials						
Comments:						

Daily notes or checklists may be made from a ditto or printed on self-carbon paper. Copies could be sent home to parents or kept by students.

Example of a Graphing Procedure for Use in BD Classroom



Explanation of graph: Numbers on left indicate the number of total possible points a student could earn during the school day as indicated on the checklist. In this case a student could earn a maximum of 10 points per class or a total of 60 points. At the end of the school day, the points earned are plotted on the graph.

This particular student had difficulty in setting and maintaining any trend in appropriate and acceptable behavior as determined by the teacher. His/her behavior is sporadic and he/she has some type of low almost every week. The teacher can refer back to the checklists, providing he/she has kept them, and perhaps pinpoint the problem.

Example of an Assignment Sheet For Use in a BD Program

Name_____ Week of_____

SUBJECT	MON.	TUES.	WED.	THURS.	FRI.
Math	p. 27 in Consumer Math - Income Tax	p. 28-29 in Consumer Math - Review			
Social Studies	Map work on Spain	none			
English	Reading story	none			
Science	Lab - Dissection of frog	Read p. 30-45 in text			
Home Economics	Test	Lab - Making white sauce			
Physical Education	Text over volleyball rules	Volleyball skill building Lab			

Example of an "At-Home" Checklist for a BD Student

Name_____

Date_____

Rating: ✓ = completed task

o = did not complete task

RESPONSIBILITIES:

1. Pick up things around the house by 6:30 p.m.
2. Clean bedroom
   a. vacuum weekly
   b. make bed daily
   c. put away clothes daily
   d. pick up room daily
3. Feed cat before 8:00 p.m.
4. Help with meals
   a. set table
   b. clear table
5. Limit phone calls to 10 minutes or less per call
6. Other

	M	T	W	Th	F	S	S

Comments:

Some parents may not have the skills to set up and manage a behavioral management system with their child. The rationale behind involving the school with so-called "parenting" tasks is to have the teacher act as a trainer, working with parents to develop a system for monitoring behavior and following through with some form of consequence so that eventually the parents will be able to do this on their own.

Checklist of Some Components to Consider When Evaluating a Classroom For Behaviorally Disordered Students

I. CLASSROOM DESIGN

A. Arrangement of Furniture
1. Are desks and work areas conveniently located?
2. Is there enough space between desks?
3. Is teacher's desk located for easy access to exits?
4. Are you adequately using the classroom space?

B. Location of Materials
1. Will all students be able to see the chalkboard from their desks?
2. Are student materials accessible for easy use?
3. Is a space provided for posters, bulletins, or bulletin boards?
4. Are storage and file cabinets easily accessible?

C. Relationship of Classroom to Other Building Facilities
1. Are drinking fountains near by?
2. Where are the restrooms located?
3. How close is the cafeteria, the library, the office?

II. CURRICULUM STRUCTURE

A. Lesson Plans
1. Are my plans up to date?
2. Is each student accounted for within the plans?
3. Are my lessons challenging to the students?
4. Are my lessons in logical steps?
5. Do I have adequate "back-up" plans?
6. Do my plans allow for small successes throughout the student's day?

B. Monitoring System
1. Is my checklist or monitoring system versatile?
2. Will it fit the needs of all the students?
3. Will general educators be able to easily fill it out?
4. Is the information on the checklist pertinent to what needs to be monitored?

C. Point-Reward System
1. Are the rewards or points awarded for appropriateness meaningful to the student?
2. Is the system too elaborate?
3. Will the school district fund cost of rewards or must I?
4. Can the system be used with more than one student?

D. Graphing System
1. Do the graphs provide an accurate picture of the written checklists?
2. Can the material on the checklists be easily graphed?
3. Are the students able to interpret their graphs?
4. Are the graphs useful?

E. Materials
   1. Do I really need these materials?
   2. Are the materials versatile? Can they be adapted for use with more than one student?
   3. Do my materials resemble materials being used by other teachers?
   4. Are my worksheets and tests put together well?
   5. Am I considering various types of materials, not just one mode or approach?

III. REINTEGRATION PROGRAM

A. Does the student meet the skill level required for the course?
B. Is this the best teacher or classroom situation for the student?
C. Is the student totally prepared for reintegration?
D. Am I being a support for the student and the general educator?

IV. USE OF PARAPROFESSIONAL OR AIDE

A. Am I using my paraprofessional appropriately?
B. Is the paraprofessional well informed about my policies and goals?
C. Are others in the school knowledgeable about the role of my paraprofessional?
D. Do the students know the role of the paraprofessional?

V. IEP PROCESS

A. Am I comfortable with writing and monitoring the IEPs?
B. Are the goals realistic, objective, and understood by all involved?
C. Can the IEPs be monitored without too much difficulty?

VI. IN-BUILDING PUBLIC RELATIONS

A. Are building personnel well informed about my program?
B. Do I listen and look for weak areas in my rapport with others in the building?
C. Am I willing to be flexible in listening to others' points of view?